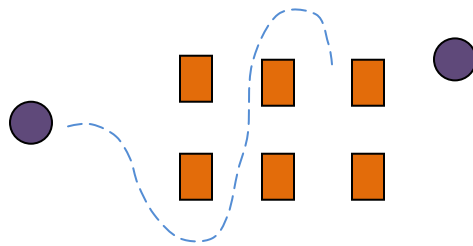


What are the five types of co-teaching?

Friend, Reising, and Cook (1993) identified five options teachers typically use when implementing a co-teaching model. As teams progress through these 5 models, it is important to remember these types are hierarchical across three variables. First, as you move down the continuum of models, more and more planning time together is needed. Second, as you progress in the models, teachers need an equal level of content knowledge to make the model work effectively. This equality of content knowledge can be the greatest barrier to team teaching at the secondary level. Third, as you move down the continuum, teachers must share the same philosophy of inclusion and have a level of trust and respect. Typically, this level of trust and respect has to be built over time, which is also another reason it is sometimes difficult to team teach at the secondary level or in larger schools if there is not consistency over time in building team support. Key aspects of each type of co-teaching are provided below.

Lead and Support

One teacher leads and another offers assistance and support to individuals or small groups. In this role, planning must occur by both teachers, but typically one teacher plans for the lesson content, while the other teacher does specific planning for students' individual learning or behavioral needs.



Strengths

- Limited teacher planning
- Provides basic support to students with diverse needs

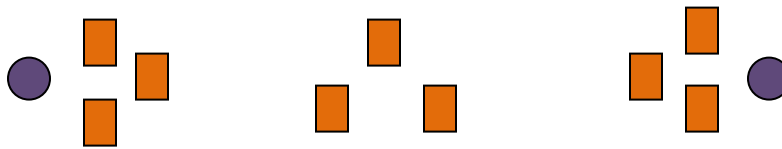
Challenges

- The 'assist' teacher may feel like a glorified teacher's assistant
- Students may question the 'assist' teacher's authority

Station Teaching

Students are divided into heterogeneous groups and work at classroom stations with each teacher. Then, in the middle of the period or the next day, the students switch to the other station. In this model, both teachers individually develop the content of their stations.

- Teachers divide instructional content into several segments and present the content in separate stations around the room.
- While working with two stations, each teacher will deliver their portion of the content to a group, and then the groups will switch. To have smaller groups, teachers could split the class into groups of three with the 3rd group working independently.



Strengths

- Professional engagement
- Increase instructional intensity
- Individualization

Challenges

- Pacing
- Students need to work independently
- Noise level

Parallel Teaching

Teachers jointly plan instruction, but each may deliver it to half the class or small groups. This type of model typically requires joint planning time to ensure that as teachers work in their separate groups, they are delivering content in the same way.



Strengths

- Lower student to teacher ratio
- Allows for increased student interaction and/or student to student interaction
- Allows the teacher to monitor individual student progress and understanding more closely

Challenges

- Both teachers need to coordinate teaching so that students receive essentially the same instruction in the same amount of time
- Noise level may be high

Alternative Teaching

One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich instruction, while the other teacher instructs the large group. In this type of co-teaching, more planning time is needed to ensure that the logistics of pre-teaching or re-teaching can be completed; also, the teachers must have similar content knowledge for one teacher to take a group and re-teach or pre-teach.



Strengths

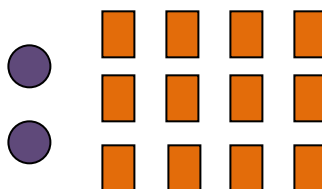
- All students, including students with disabilities, benefit from small group instruction
- If both teachers alternate roles, equal status is maintained

Challenges

- Be careful to pull small learning groups that span various purposes. The small learning groups should not always be with Special Needs students

Team Teaching

Both teachers share the planning and instruction of students in a coordinated fashion. In this type of joint planning time, equal knowledge of the content, a shared philosophy, and commitment to all students in the class are critical. Many times teams may not start with this type of format, but over time, they can effectively move to this type of co-teaching if they have continuity in working together across 2-3 years.



Strengths

- Allows both teachers to blend their teaching styles and expertise

Challenges

- Requires shared planning
- Requires high levels of trust and commitment